

CALIFORNIA'S CONSOLIDATED STATE APPLICATION

**for State Grants under Title IX, Part C, Section 9302 of the Elementary and
Secondary Education Act (Public Law 107-110)**

**Submitted by
the California State Board of Education
in association with the
California State Superintendent of Public Instruction**

**Sacramento, CA
May 1, 2003**

A. ESEA GOALS, ESEA INDICATORS, STATE PERFORMANCE TARGETS

Baseline Data for Performance Indicators 1.1, 1.2, 2.2, and 2.3

In the following charts, please provide baseline data from the 2001-2002 school year test administration. States should provide baseline data on the percentage of students scoring at the proficient or advanced levels for those grades in which the State administered mathematics and reading/language arts assessments during 2001-2002.

BASELINE STUDENT ACHIEVEMENT DATA

Grades 2 - 8

1.1 Performance indicator: The percentage of students, in the aggregate and for each subgroup, who are at or above the proficient level in **English-language arts** on the State's assessment. (These subgroups are those for which the ESEA requires State reporting, as identified in NCLB Section 1111(h)(1)(C)(i).)

Note: All numbers in the 1.1 performance indicator are based on grades 2-8.

Aggregate (data based on spring 2002 testing): 32.0

<u>Groups</u>	<u>Subgroup Percentage</u>
African American	19.6
American Indian or Alaska Native	28.1
Asian	51.0
Filipino	45.3
Hispanic or Latino	16.2
Pacific Islander	27.6
White	50.7
Socioeconomically disadvantaged	16.3
Non-Socioeconomically disadvantaged	50.4
English language learners*	13.1
Students with disabilities	9.7
Non-Students with disabilities	34.1
Male**	29.0
Female**	35.2
Migrant**	7.9

*Reflects inclusion of students redesignated as fluent English proficient (R-FEP).

**Required for performance goals only; not required for AYP determination.

Grades 2 - 8

1.2 Performance Indicator: The percentage of students, in the aggregate and in each subgroup, who are at or above the proficient level in **mathematics** on the State's assessment. (These subgroups are those for which the ESEA requires State reporting, as identified in NCLB Section 1111(h)(1)(C)(i).)

Note: All numbers in the 1.2 performance indicator are based on grades 2-8.

Aggregate (data based on spring 2002 testing): 33.8

<u>Groups</u>	<u>Subgroup Percentage</u>
African American	18.1
American Indian or Alaska Native	27.8
Asian	60.5
Filipino	46.6
Hispanic or Latino	20.2
Pacific Islander	29.7
White	48.9
Socioeconomically disadvantaged	20.7
Non-Socioeconomically disadvantaged	49.4
English language learners*	21.0
Students with disabilities	12.1
Non-Students with disabilities	35.9
Male**	34.1
Female**	33.1
Migrant**	14.4

*Reflects inclusion of students redesignated as fluent English proficient (R-FEP).

** Required for performance goals only; not required for AYP determination.

Grade 10

1.1 Performance indicator: The percentage of students, in the aggregate and for each subgroup, who are above the proficient level in **English-language arts** on the State's assessment. (These subgroups are those for which the ESEA requires State reporting, as identified in NCLB Section 1111(h)(1)(C)(i).)

Note: All numbers in the 1.1 performance indicator are baseline for grade 10.*

Aggregate: 28.5

<u>Groups</u>	<u>Subgroup Percentage</u>
African American	15.4
American Indian or Alaska Native	25.2
Asian	43.4
Filipino	37.3
Hispanic or Latino	12.7
Pacific Islander	22.0
White	45.4
Socioeconomically disadvantaged	11.3
Non-Socioeconomically disadvantaged	36.8
English language learners**	9.6
Students with disabilities	2.8
Non-Students with disabilities	30.2
Male***	23.4
Female***	33.9
Migrant***	6.5

*Estimated based on grade 9 data. Will be updated when full census data are available for 2003.

**Reflects inclusion of students redesignated as fluent English proficient (R-FEP).

*** Required for performance goals only; not required for AYP determination.

Grade 10

1.2 Performance Indicator: The percentage of students, in the aggregate and in each subgroup, who are at or above the proficient level in **mathematics** on the State's assessment. (These subgroups are those for which the ESEA requires State reporting, as identified in NCLB Section 1111(h)(1)(C)(i).)

Note: All numbers in the 1.2 performance indicator are baseline for grade 10.*

Aggregate: 25.4

<u>Groups</u>	<u>Subgroup Percentage</u>
African American	10.3
American Indian or Alaska Native	21.9
Asian	52.1
Filipino	32.8
Hispanic or Latino	10.2
Pacific Islander	20.2
White	39.4
Socioeconomically disadvantaged	10.7
Non-Socioeconomically disadvantaged	32.6
English language learners**	11.5
Students with disabilities	3.5
Non-Students with disabilities	26.9
Male***	26.8
Female***	24.0
Migrant***	6.7

*Estimated based on grade 9 data. Will be updated when full census data are available for 2003.

**Reflects inclusion of students redesignated as fluent English proficient (R-FEP).

*** Required for performance goals only; not required for AYP determination.

Performance Targets for Performance Indicators 1.1, 1.2, 2.2, and 2.3

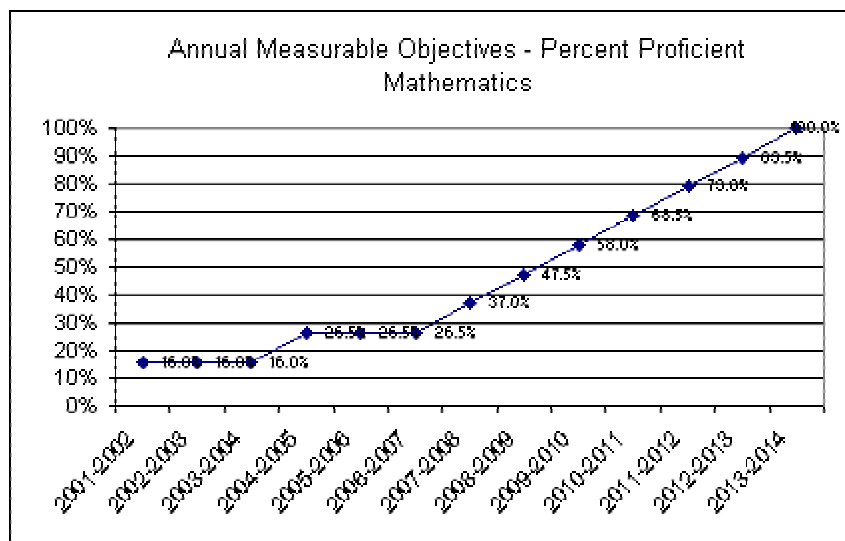
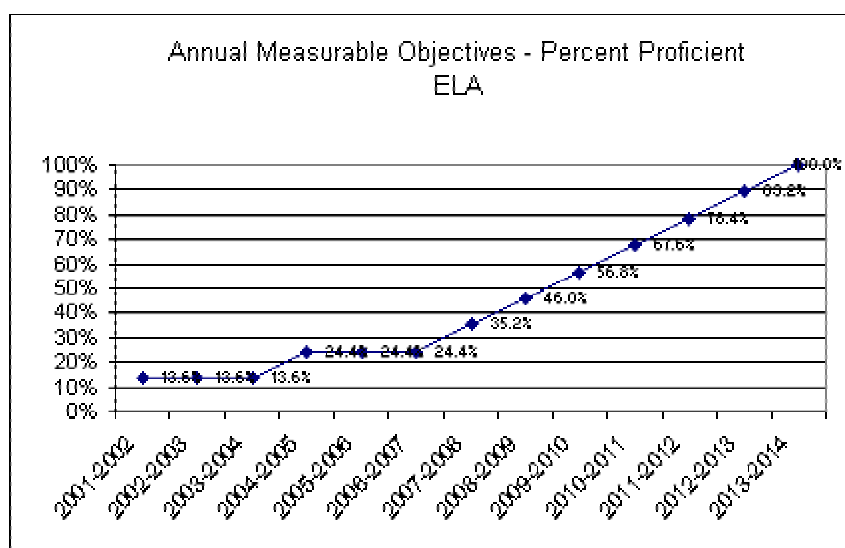
Please provide performance targets for the percentage of students who will be at or above the proficient level in mathematics and reading/language arts on the State's assessment, consistent with the State's annual measurable objectives. At the top of each set of charts, please indicate the grades levels to which your annual measurable objectives apply.

STATE PERFORMANCE TARGETS (ANNUAL MEASURABLE OBJECTIVES) Grades 2 - 8

7 intermediate objectives, designated by asterisks

Annual Measurable Objectives – Percent at or above Proficient

English-language arts	Year	Mathematics
0.136	2001-2002	0.160
0.136	2002-2003	0.160
0.136	2003-2004	0.160
0.244	2004-2005	0.265*
0.244	2005-2006	0.265
0.244	2006-2007	0.265
0.352	2007-2008	0.370*
0.460	2008-2009	0.475*
0.568	2009-2010	0.580*
0.676	2010-2011	0.685*
0.784	2011-2012	0.790*
0.892	2012-2013	0.895*
1.000	2013-2014	1.000



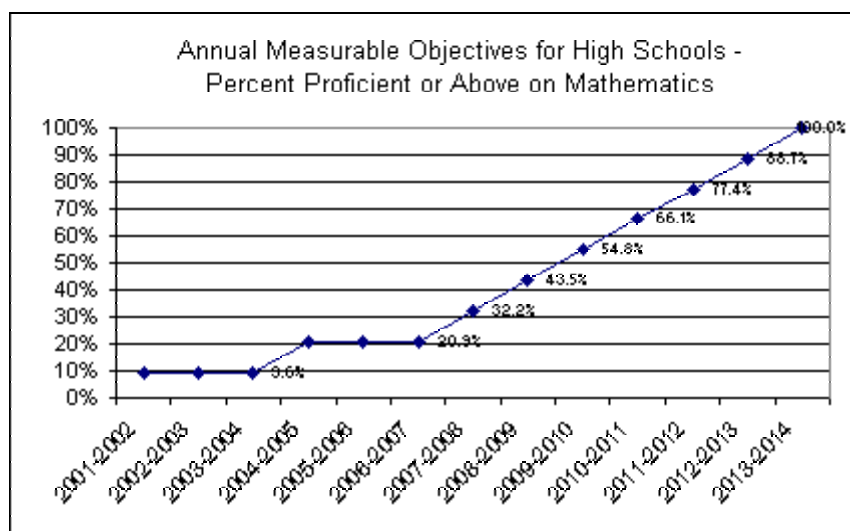
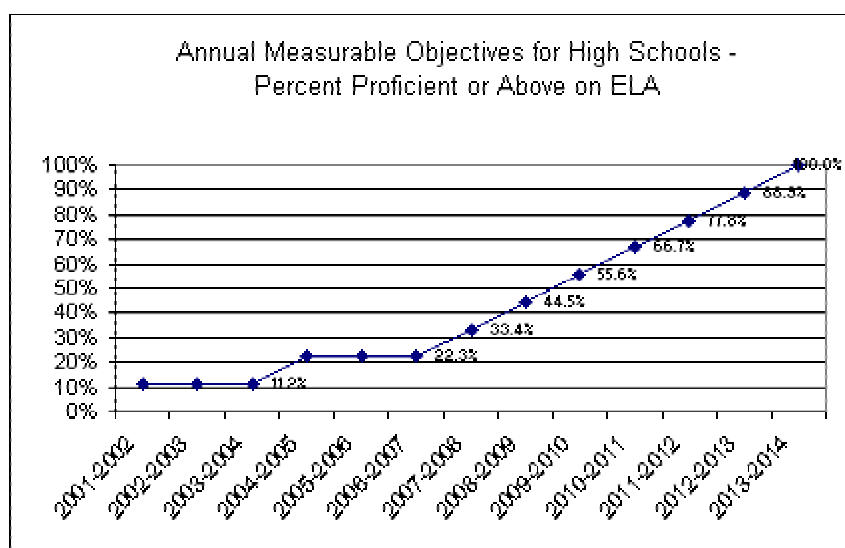
STATE PERFORMANCE TARGETS (ANNUAL MEASURABLE OBJECTIVES)

High School

7 intermediate objectives, designated by asterisks

Annual Measurable Objectives for High Schools - Percent Proficient or Above

English-Language Arts	Year	Mathematics
0.112	2001-2002	0.096
0.112	2002-2003	0.096
0.112	2003-2004	0.096
0.223	2004-2005	0.209*
0.223	2005-2006	0.209
0.223	2006-2007	0.209
0.334	2007-2008	0.322*
0.445	2008-2009	0.435*
0.556	2009-2010	0.548*
0.667	2010-2011	0.661*
0.778	2011-2012	0.774*
0.889	2012-2013	0.887*
1.000	2013-2014	1.000



Baseline Data and Performance Targets for Performance Indicator 1.3

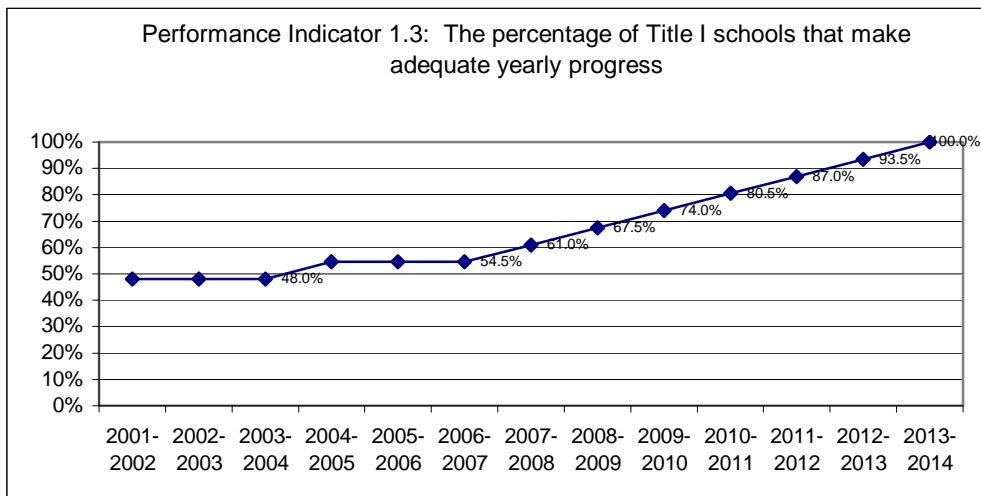
Please provide baseline data and performance targets for the percentage of Title I schools that make adequate yearly progress. For baseline data, please indicate the percentage of Title I schools that made adequate yearly progress in the 2001-2002 school year, based upon the 2001-2002 school year test administration. For performance targets, please indicate the percentage of Title I schools that will make adequately yearly progress from the 2002-2003 school year through the 2013-2014 school year.

1.3 Performance indicator: The percentage of Title I schools that make adequate yearly progress.

A total of **48%** (2,438 of 5,077) of Title I schools met AYP based on spring 2002 assessment results.

Note: In 2002, AYP was synonymous with the Academic Performance Index (API), but defined differently by type of Title I funding. Schools designated as Schoolwide Programs (SWP) achieved AYP if they made their schoolwide API growth target and the growth targets for all numerically significant subgroups. Schools in the upper half of the API distribution that were Targeted Assistance Schools (TAS) achieved AYP if they made the API growth target for their socio-economically disadvantaged subgroup.

Baseline Data and Targets	Percentage of Title I Schools Making Adequate Yearly Progress
2001-2002 Baseline	48.0%
2002-2003 Target	48.0%
2003-2004 Target	48.0%
2004-2005 Target	54.5%
2005-2006 Target	54.5%
2006-2007 Target	54.5%
2007-2008 Target	61.0%
2008-2009 Target	67.5%
2009-2010 Target	74.0%
2010-2011 Target	80.5%
2011-2012 Target	87.0%
2012-2013 Target	93.5%
2013-2014 Target	100%



B. STATE ACTIVITIES TO IMPLEMENT ESEA PROGRAMS

1a. Please provide evidence that the State has:

- adopted challenging content standards in reading/language arts and mathematics at each grade level for grades 3 through 8, consistent with section 1111(b)(1).

California's Standards for English-Language Arts and Mathematics

California's implementation of challenging academic content standards began in December 1997, when the California State Board of Education (SBE) adopted content standards for English-language arts and mathematics. These standards contain coherent and rigorous content and specify what students are expected to know and be able to do. California's world-class standards were developed for *all* students and can be attained by *all* students given the appropriate standards-aligned instruction, sufficient time, and intervention when necessary.

All of California's grade-level academic content standards can be viewed via the Internet on the California Department of Education web site at:

<http://www.cde.ca.gov/standards/>

1b. Please provide a detailed timeline for major milestones for adopting challenging academic content standards in science that meet the requirements of section 1111(b)(1).

California's Standards for Science

California's State Board of Education adopted challenging academic content standards in science in 1998. These standards contain coherent and rigorous content and specify what students are expected to know and be able to do in science. California's world-class standards were developed for *all* students and can be attained by *all* students given the appropriate standards-aligned instruction, sufficient time, and intervention when necessary.

All of California's grade-level academic content standards can be viewed via the Internet on the California Department of Education web site at:

<http://www.cde.ca.gov/standards/>

1c. Please provide a detailed timeline of major milestones for the development and implementation, in consultation with LEAs, of assessments in science that meet the requirements of section 1111(b)(3) in the required grade levels.

**Proposed Timeline of Tasks and Events for the
Development of the Middle (grades 6-9) and
High School (grades 10-12) Core Knowledge Science Tests**

Date	Responsibility	Task
April 2003	ETS	Prepare scope of work and cost proposal for development and implementation of tests
May 2003	SBE	Approve scope of work and cost proposal
June 2003	CDE	Secure funding and Department of Finance approval for test development and program implementation
July/August 2003	CDE/SBE	Identify and select members to assist the Science Content Review Panel (CRP)
November 2003	Committee	Develop recommendations for test content and grade levels for test administration
January 2004	SBE	Approve test content and grade levels for test administration
February 2004	ETS	Develop preliminary blueprints for committee review
March 2004	Committee	Consider and recommend blueprints to SBE
April 2004	SBE	Adopt blueprints
May/June 2004	ETS	Develop test items
July 2004	CRP	Review items for accuracy and alignment to standards
August 2004	SPAR Panel	Review items for issues of privacy
August 2004	ETS	Build field test forms and prepare directions for administration
October 2004	CDE	Review field test lasers
November 2004	ETS	Print field test forms
Spring 2005	ETS	Administer field tests at designated grade levels
May/June 2005	ETS	Continue development of test items
July 2005	CRP	Review items for accuracy and alignment to standards

August 2005	SPAR Panel	Review items for issues of privacy
Date	Responsibility	Task
August 2005	ETS	Build operational forms including field test items
Spring 2006	STAR Contractor	Administer operational forms including field test items
May/June 2006	STAR Contractor	Continue development of test items
July 2006	CRP	Review items for accuracy and alignment to standards
August 2006	SPAR Panel	Review items for issues of privacy
August 2006	CDE	Report tests results of Spring 2006 Administration
August 2006	STAR Contractor	Complete technical manual
September 2006	STAR Contractor	Organize and supervise standard setting following operational administration and recommend performance levels to SBE/CDE
October 2006	SBE	Approve performance levels
November 2006	SBE	Hold public hearings on approved performance levels
December 2006	SBE	Adopt performance levels
January 2007	CDE	Apply performance levels retroactively and send results to districts
Spring 2007	STAR Contractor	Administer second operational test
August 2007	CDE	Report results using adopted performance levels
August 2007	CDE	Use results to calculate new base science API

1c. Please provide a detailed timeline of major milestones for the development and implementation, in consultation with LEAs, of assessments in mathematics and reading/language arts that meet the requirements of Section 1111(b)(3) in the required grade levels.

The chart on the following page lists the assessments already developed and implemented for use in California's current system of assessment and accountability in English-language arts and mathematics. Each of these assessments, which are aligned with the California's adopted content standards in English-language arts and mathematics, were developed and adopted in consultation with LEAs and fulfill the requirements of Section 1111(b)(3) for all required grade levels.

**CALIFORNIA
ASSESSMENTS
in English-Language Arts
& Mathematics**

<i>CA Standards Tests</i>	<i>CA High School Exit Exam</i>	<i>CA English Language Development Test</i>
Standards-based	Standards-based	Standards-based
Grades 2 - 11	Grades 10 - 12	Grades K - 12
<p>English-language Arts Mathematics</p> <p>Grades 4, 7:</p> <p>Written Composition</p>	<p>English-Language Arts Mathematics</p> <p>For 2002-03</p> <p>Grade 10: Required</p> <p>Grades 11-12: For those not passing one or both parts</p>	<p>K - 1:</p> <p>Listening Speaking</p> <p>Grades 2 - 12:</p> <p>Listening Speaking Reading Writing</p>
Results:	Results:	Results:
<p>Individual School District County State</p>	<p>Individual School District County State</p>	<p>Individual School District County State</p>

1d. Please provide a detailed timeline for major milestones for setting, in consultation with LEAs, ACADEMIC ACHIEVEMENT STANDARDS in mathematics, reading/language arts, and science that meet the requirements of section 1111(b)(1).

As indicated on page 12 of California's Accountability Workbook, California's State Board of Education approved performance levels on the California Standards Tests (CSTs) in 2001. Five performance levels were adopted:

- **Advanced**
- **Proficient**
- **Basic**
- **Below basic**
- **Far below basic**

Sensitivity to gains at the lower levels was one major concern that prompted the adoption of five performance levels, rather than the minimum of three required by NCLB.

Elementary and middle schools: Results from the CSTs will be used to determine the percentage of students scoring at the "proficient" level or above for all elementary and middle schools.

High schools: California proposes to use results from the California High School Exit Examination (CASEE) to establish AYP for high schools. Currently, CASEE test results are evaluated on the basis of pass/no pass. California will identify the three required achievement levels for the CASEE as part of a technical process that will be completed by May 2003. It is anticipated that the baseline results for high schools will be roughly equivalent to the elementary and middle school results. Evidence of setting the achievement levels was submitted to the Peer Review team.

